



Assessment of Competences in the Physical Chemistry Area: Use of the Department Teaching Portfolio

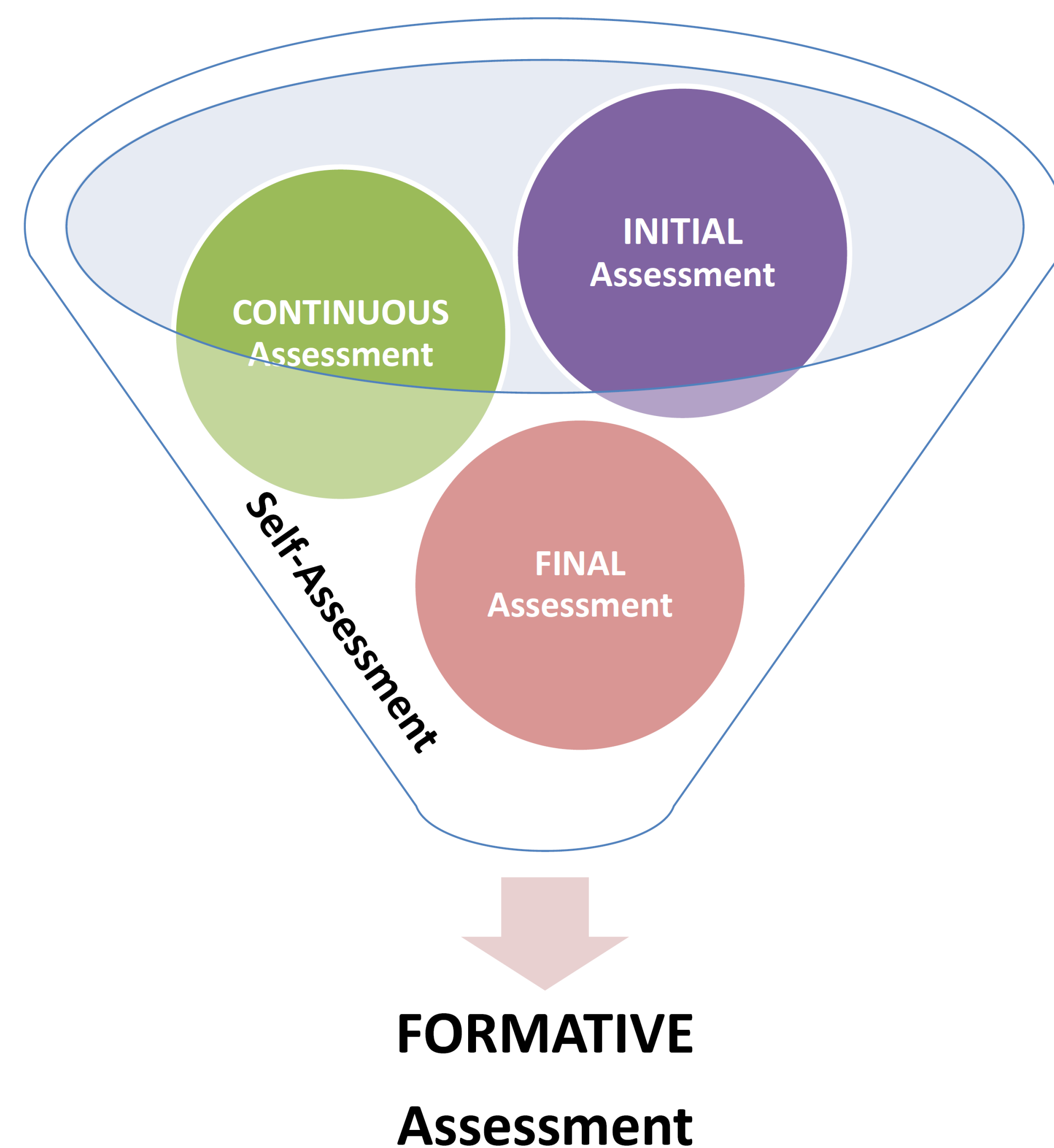
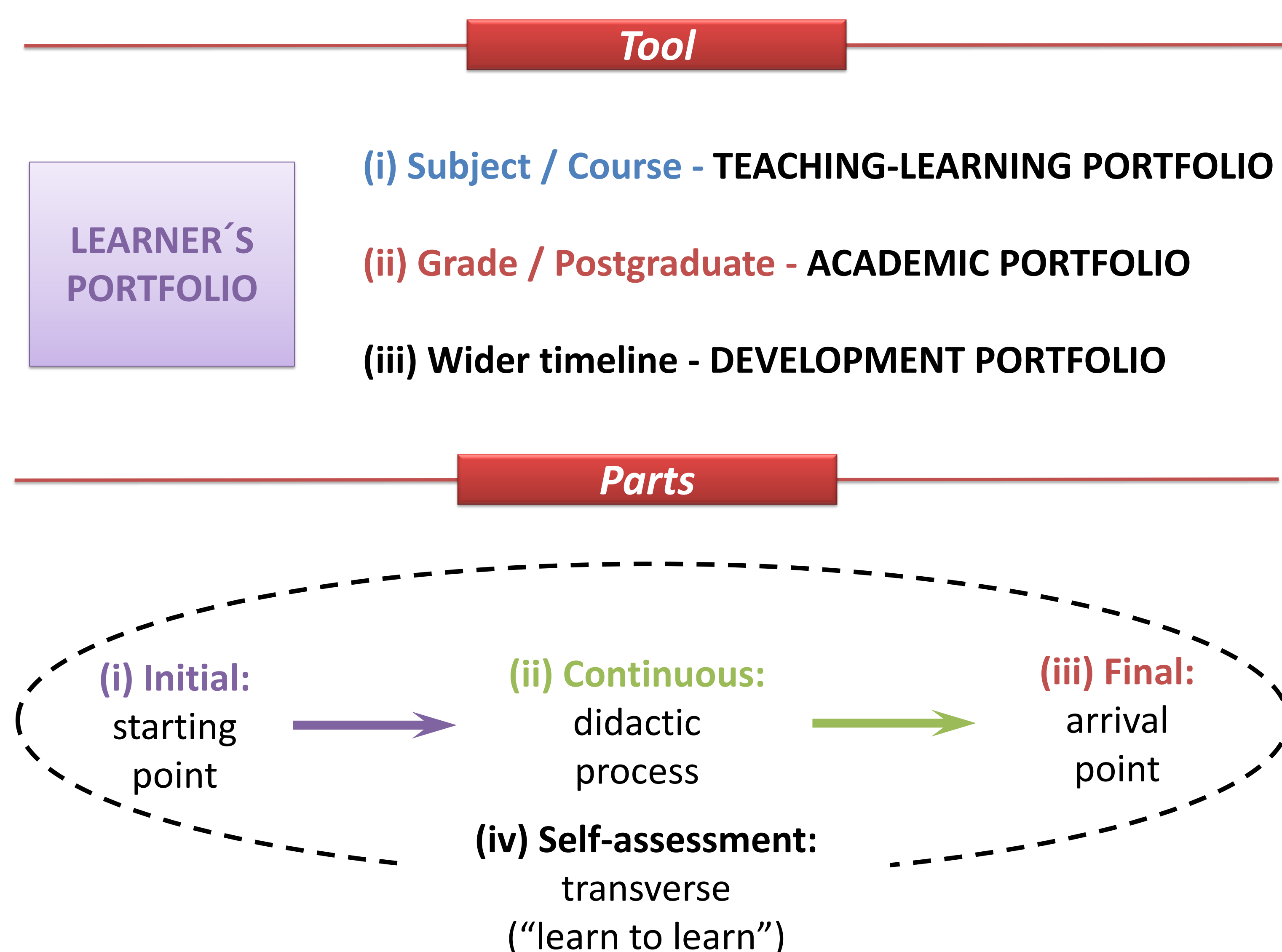
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INTRODUCTION

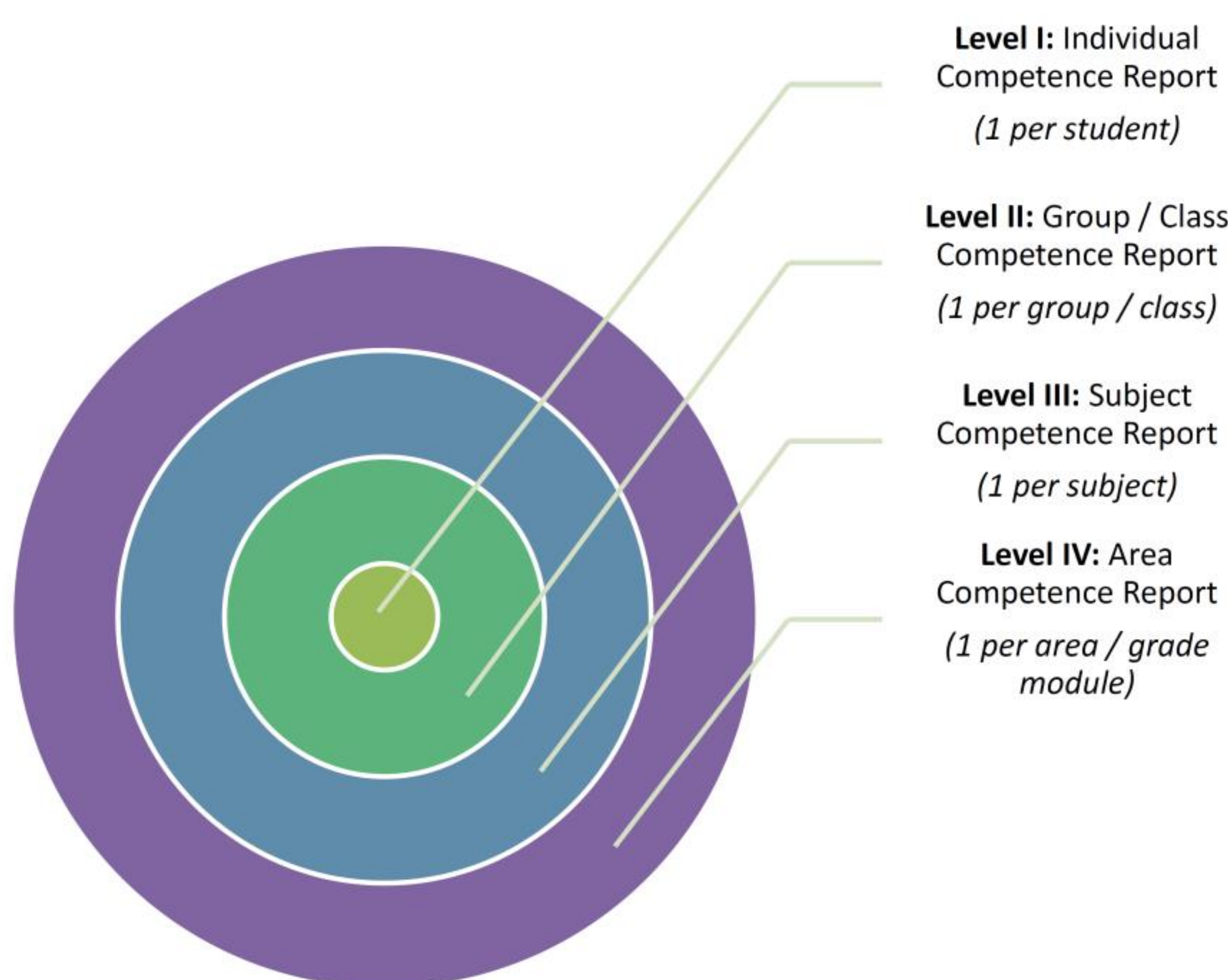
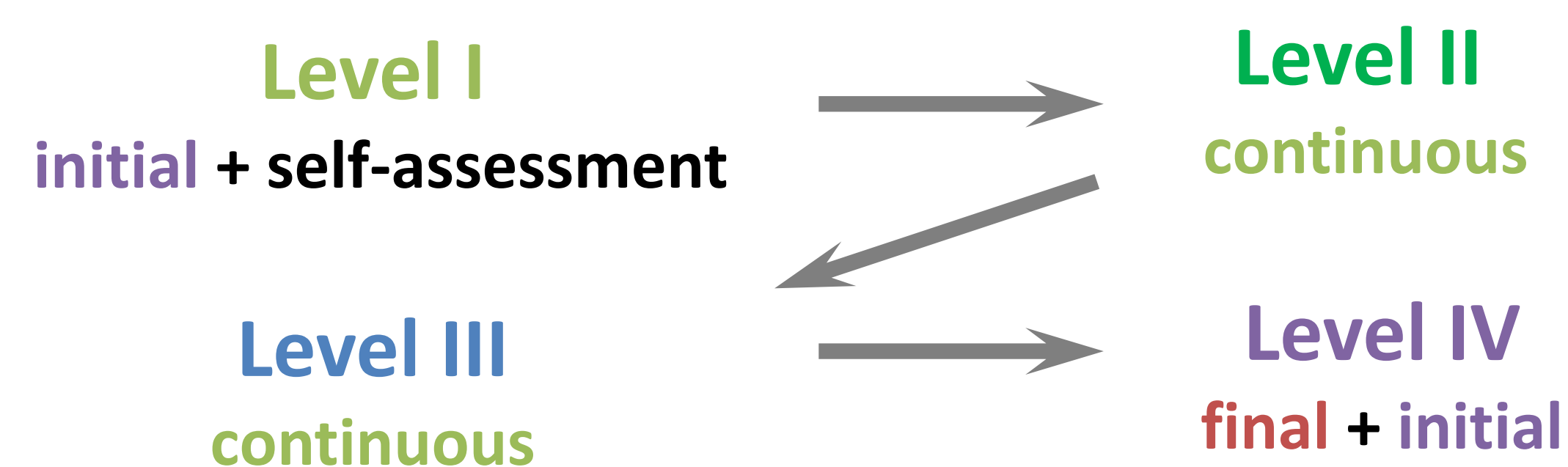
Competences have become a **standard learning outcome** within the **European Higher Education Area (EHEA)**. In this regard, updated tools for their assessment have turned out essential in this new teaching-learning paradigm. Among them, one of the most promising tools is the **“learner’s portfolio”**. In this contribution we propose the use of the portfolio as a **unifying assessment tool within a university department (Physical Chemistry)**, exemplifying how the portfolio could yield both personalized **student reports** and **averaged area reports on competence acquisition**. A proposed stepwise protocol is given to organize the individual competence reports and estimate the **global competence level** following a bottom-up approach (i.e. ranging from the class group, subject, grade, and academic course).

REALISTIC ASSESSMENT

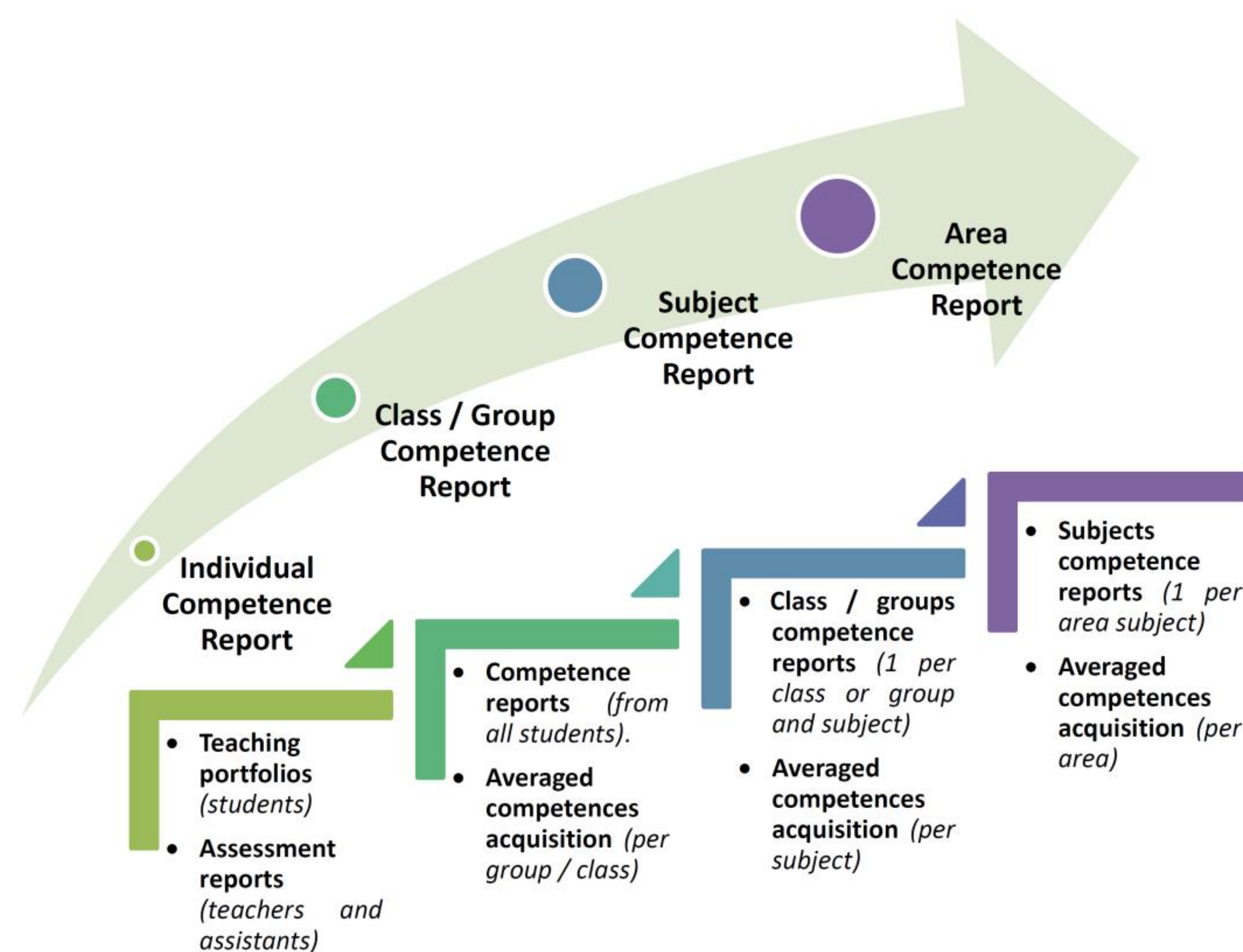
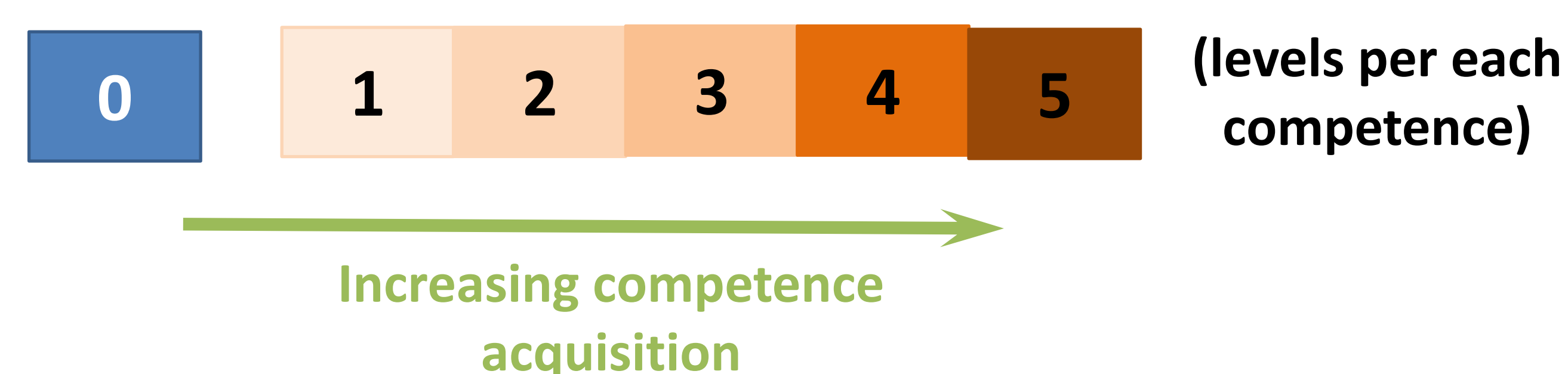


COMPETENCE REPORTS

Multi-level reports



Competence levels



CONCLUSIONS

- Competence acquisition is assessed through **multi-level teaching portfolios**, yielding different reports that grade the **competence acquisition level** (from 1 to 5, where 1 is the lowest level).
- Reports range from the **individual (level I)**, to the **class / group (level II)**, **subject (level III)** and **knowledge area (level IV)**; each report level averages competence evaluation from previous levels.
- Reports **complement classical grading marks** and could be used as **quality indicators** for prospective postgraduate studies admission or graduate employment.